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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on training instructors for industry services. (Industry services are manpower services provided by public agencies to new and expanding private industry.) The first learning activity is designed to provide the learner with the needed background information on objectives and rationale for instructor training, methods and resources, agencies involved in instructor training, and appropriate topics to be covered. The second provides for application in a practice situation, and a final check-out activity allows the learner to train instructors in a real work situation, as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and an instructor training worksheet are appended for guidance in performing the objectives. (JT)

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MODULE NUMBER VI

TRAINING INSTRUCTORS FOR INDUSTRY SERVICES

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SELF-PACED INSTRUCTIONAL MODULE

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INSTRUCTIONAL PROCEDURE

This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished.

The first learning activity is designed to provide you with the needed **background information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to train instructors in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on page 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

* If you already have the necessary **background information** required for training instructors, you may not need to complete **Learning Activity I**, p. 4.
* If you already have had **practice** in training instructors, you may not need to complete **Learning Activity II**, p. 19.
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 20, and train instructors for industry services when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions or in assessing your progress at any time.

SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, much more has been written on this topic. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

This module may be used in conjunction with modules VII-A, B, and C; modules VIII-A, B, C, D, E, F, and G; and modules X-A and C.

Learning Activity I

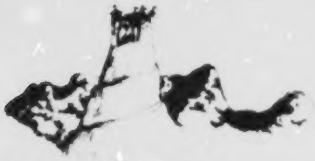
* Castetter, William B. **The Personnel Function in Educational Administration.** New York, New York 10022: MacMillan Publishing Co., Inc., 1971, pp. 275-276.
* Neagly, Ross L.; and Evans, N. Dean. **Handbook for Effective Supervision of Instruction.** Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970, pp. 216-224.
* Wheat, Elwyn; and Messer, B.C. **Trade and Industrial Education Teacher's Handbook.** Mississippi State, Mississippi 39762: Research and Curriculum Unit for Vocational-Technical Education, Drawer DX, 1975.

Learning Activity II

* (None identified)

Check-Out Activity

* (None identified)



OBJECTIVES

I. After completing the required reading, take the learner self-test to demonstrate that you have attained the knowledge of training instructors for industry services programs. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated experiences in training instructors in a practice situation. Your work must conform to the worksheet and checklist provided. **(Learning Activity II)**

III. In an actual work situation, train instructors for an industry services program. Satisfactory performance will be realized when all items on the performance checklist (Appendix A) are rated "yes." **(Check-Out Activity)**

TRAINING INSTRUCTORS FOR INDUSTRY SERVICES

INTRODUCTION

Instructors receive two types of training; namely, that received prior to employment in a teaching assignment and that received during the planning and conducting of a training program. Instructors in industry services programs often are selected on short notice and must be prepared to plan and conduct a training program within a short period of time. Instructor orientation to industry services concepts and training methods and means should be provided for those who lack these skills. Instructors who lack skills in operating the industry equipment to be used in the training program must be provided opportunities to develop these skills in the parent plant or at equipment manufacturer-sponsored workshops.

The purpose of this unit is to assist the industry services leader in providing orientation and training programs for new instructors.

LEARNING ACTIVITY I: INFORMATION

You should study the information presented in the following section. You may wish to read more on the subject from the references listed in the section on **Supplementary Teaching/ Learning Aids**. After reading these materials, you will demonstrate knowledge of training instructors by completing the **Learner Self-Test**, p. 11 . You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**, p. 15 .

I. TERMS UNIQUE TO MODULE

A. **Agenda.** A list of topics to be covered by instructors and other personnel involved in a training program. Also includes dates and times topics will be covered.

B. **Attitude/responsibility.** Behavioral traits which show whether one is a dependable worker.

C. **Dress rehearsal.** Simulated practice of an instructional assignment in preparation for actual performance.

D. **Equipment manufacturer.** The industry which produces an equipment item used in the training program or on the job.

E. **Instructor orientation.** Familiarization and adaptation to the industry services program environment.

F. **Instructor training.** Intensive instruction and guidance for persons selected to conduct learning activities in an industry services program. May occur prior to and during the actual conduct of industry services activities.

G. **Knowledge.** The information needed by an individual to successfully perform a task.

H. **Lead-time schedule.** A list of tasks to be performed by specified individuals or groups for a designated industry. Also includes the dates the tasks are to be completed based upon the scheduled date for beginning plant operations.

I. **Policy.** A principle, plan, or course of action to be pursued by an organization.

J. **Regulation.** A rule by which an activity is conducted.

K. **Skill.** A task performed successfully.

L. **Training media/aids.** The materials used during the instructional process, such as manuals and videotapes.

M. **Training methods.** The methods used to train personnel, such as individualized instruction and group lectures.

II. OBJECTIVES OF AN INSTRUCTOR TRAINING PROGRAM

A. To establish training program objectives

B. To establish an agenda for the training program

C. To establish the topics or units to be covered in the training program

D. To learn how to use training aids prepared for the program

E. To learn how to present facts regarding the responsibilities related to the program

F. To learn how to teach skills (practices) related to the program

G. To learn how to test trainee knowledge, responsibility, and skills

H. To learn how to counsel trainees regarding career goals, industrial morale, attitudes, work habits, and personal problems

I. To determine the day-to-day operational policies and procedures for the training institution or industry

III. JUSTIFICATION FOR INSTRUCTOR TRAINING PROGRAM

A. Some instructors may not possess actual teaching experience.

1. Some instructors may be acquired directly from the client company.
2. Some instructors may be recruited from the local community.

B. Instructors may need to up-grade skills and knowledge due to:

1. Lack of familiarity with certain equipment.
2. Lack of familiarity with teaching methods and instructional aids.
3. Lack of familiarity with social and cultural habits and customs of local citizens. This holds true with regard to industry personnel who have transferred from the parent plant in other states to serve in a training and supervising capacity in the local plant.

IV. METHODS BY WHICH INSTRUCTORS MAY RECEIVE TRAINING

A. Industry services leader working with each individual instructor

B. Become involved in planning a training program

C. Assist in conducting job analysis and developing/compiling training aids

D. Observe work being performed in parent plant

E. Work in parent plant

F. Converse with workers and supervisors in parent plant

G. Visit other industry services programs

H. Rehearse training sessions through the use of a dress rehearsal

I. Participate in equipment-use workshops sponsored by equipment manufacturers

V. FACTORS AFFECTING LEARNING IN INSTRUCTOR TRAINING

A. **Motivation**—Instructors must be committed to the training program.

B. **Participation**—The industry services leader must plan opportunities for new instructors to receive orientation and training. The industry services leader must involve instructors in as many phases of planning and development as possible, e.g., assisting with job/task analysis, equipment procurement and set-up, and review of training manuals.

C. **Application**—Permit new instructor to demonstrate that he/she can handle training situations.

D. **Individual differences**—Allow for instructor input as to how he/she wants to participate in the training program.

VI. RESOURCES AVAILABLE TO INSTRUCTORS

A. Industry managers and supervisors who provide orientation to industry wages, benefits, working conditions, and production processes

B. Training manuals on production procedures and standards

C. Industry production sheets, drawings, and blueprints

D. Industry personnel who provide orientation on the importance of the industry to the community

E. Audiovisual aids, such as videotapes and slides, which depict industry production procedures

F. Textbooks

G. Equipment and tool manufacturer representatives who prepare equipment for use, and demonstrate the proper use of equipment and tools

H. Equipment and tool manufacturer specification manuals on set-up and operation of equipment

VII. GUIDANCE AND COUNSELING CONSIDERATIONS FOR INSTRUCTORS

A. Problems related to instruction and learning

1. Skilled applicants may be enrolled in the class along with semi-skilled operators, assemblers, and fabricators. Trainees who know how to perform should not be held back while working with slower ones, but at the same time the needs of both must be met. One possible solution to the problem is to schedule two separate classes.
2. Applicants may need to be cross-trained for more than one job. A rotation plan utilizing two or more instructors will facilitate cross-training.
3. Trainees may not know when to terminate employment at present job.
4. Trainees may want to know more about wages, benefits, and other specific company information. Instructors may want to occasionally invite company officials into class to discuss start-up date, wages, benefits, and other company information.
5. Some trainees may not be placed with the company after termination of the training program
6. The client company may lag in hiring program graduates due to a late start-up.
7. The client company may not readily provide assistance in an evaluation of the training program due to the intensive activities of getting production underway.

VIII. CHARACTERISTICS OF A GOOD INSTRUCTOR TRAINING PROGRAM

A. The purposes of the sessions are understood by the participants in advance.

B. **The sessions are cooperatively planned by the industry services leader, industry services instructors, and client company representatives.**

C. **Time is not wasted.** Emphasis is on how to accomplish the task at hand.

D. **The sessions are well planned and well executed.**

IX. AGENCIES THAT ARE GENERALLY INVOLVED IN INSTRUCTOR TRAINING ACTIVITES

A. **Client company**

B. **State employment agency**—with emphasis on the referral of trainees, testing before training program begins, and placement after termination of training program

C. **Local vocational-technical education institution**

X. APPROPRIATE TOPICS TO BE COVERED IN THE INSTRUCTOR TRAINING PROGRAM

A. **Establishing the objectives of industry training classes.** The training objectives should center on the tasks and responsibilities which are performed in the industry. Industry services instructors will likely need assistance in selecting and sequencing the tasks.

B. **Establishing an agenda for the training program.** Even though training manuals and other instructional aids may be available to the instructor, it is essential that an hour-by-hour lesson plan (agenda) be developed to guide in the instructional process. This plan should include the topics to be covered, instructional resources to be used with each topic, and the time to be spent on each topic. The instructional topics should be based on the tasks and responsibilities identified in the performance objectives.

C. **Learning how to use training aids prepared for the program.** The primary types of training aids which have been prepared for industry services programs are illustrated procedural manuals, instructor's guides, reference units, videotapes, and 35 mm slides. The industry services instructor may need assistance in incorporating these aids into the instructional plan. The instructor will likely need asssistance in using the videotape monitor and slide projector.

D. **Basic knowledge and responsibilities.** Often an industry services instructor will assume that much of the basic knowledge and responsibilities have already been acquired by the learner. Assistance should be provided in identifying the basic knowledge and responsibilities that are essential to successful industry task performance. Then, the instructor should become acquainted with ways to relate this type instruction to actual learner task performance.

An effort must be made to avoid providing instruction that is not needed, or extending the instructional time beyond what is actually needed. The industry services instructor must identify where the learner is in terms of knowledge when enrolling in the course, and provide only the instruction needed by the learner to obtain successful employment.

E. **Learning how to teach skills.** The skills to be taught in industry services include psychomotor (manipulative) activities and affective (attitude or responsibility) activities. However, most of the affective skills, such as safety, quality assurance, and human relations can be related directly to specific industry tasks. The industry services instructor will need assistance in organizing and managing instruction related to skill acquisition. One of the first responsibilities may be to identify the basic skills such as math, blueprint reading, and instrumentation, which could be taught in an institutional classroom or laboratory. The next responsibility may be to assemble and organize all equipment, tools, and supplies needed to teach the basic skills. Another responsibility may be to identify the tasks which could best be taught in the client company plant. Then, a plan would need to be developed for teaching individual operation skills in conjunction with production plans.

F. **Testing knowledge, responsibilities, and skills.** The trend in training is to use knowledge tests for reinforcement learning, and psychomotor skills tests as the final check-out criteria. Most industry services instructors will need assistance in developing test items and criteria and in using tests in the manner described above.

G. **Determining the day-to-day operational policies and procedures of the training institution or industry.** The following concerns should also be considered as possible topics in an industry services instructor training program:

1. Principles of industry services

2. Care and use of facilities
3. Class attendance policy
4. Instructor wage and salary procedures
5. Reporting training activities
6. Reasons for terminating learners
7. Requisitioning supplies and equipment
8. Efficiency in instruction/learning
9. Economics of industrial training

*Continue this learning activity by completing the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to the next learning activity. Follow the instructions given with each item. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may wish to go back and review the module information.

1. From the following list of statements identify five principal objectives of a training program for industry services instructors by placing a check mark (✓) in the space provided.

_____ a. To establish training program objectives
_____ b. To develop training agreements and get concurrence by all parties
_____ c. To coordinate use of start-up training facility
_____ d. To establish topics to be covered in the start-up training program
_____ e. To learn how to impart knowledge and to identify responsibilities related to the program
_____ f. To learn how to counsel with trainees regarding industrial moral, attitudes, work habits, and personal problems
_____ g. To learn how to use training aids prepared for the program

2. Name five methods through which instructors may receive training.
   a.
   b.
   c.
   d.
   e.

3. From the following list, select three factors that would **most likely** affect learning. Indicate your choice by placing a check mark (✓) in the space provided.

_____ a. Motivation of the instructor
_____ b. The job description of the instructor

_____ c. The temperament of the trainee

_____ d. Participation of instructor

_____ e. Instructor evaluation reports

_____ f. Application of skills

4. List five resources available to instructors.

   a.

   b.

   c.

   d.

   e.

5. Identify from the following list three characteristics of a good instructor training program. Place a check mark (✓) in the space to the left of each correct choice.

_____ a. Establishes an effective chain of command

_____ b. Purposes of the program are understood by the participants in advance

_____ c. Suggests that each qualified trainee in an industry services training program be hired by the client company

_____ d. Emphasizes the theoretical aspects of learning activities

_____ e. Sessions are cooperatively planned by the industry services leader, instructors, and the client company representatives

_____ f. Sessions are well planned and executed

ANSWERS TO SELF-TEST

1. The correct answers are:

   a.

   d.

   e.

   f.

   g.

2. Any five of the following:

   a. Industry services leader working with each individual instructor

   b. Becoming involved in planning the start-up training program

   c. Conducting job analysis and developing/compiling training aids

   d. Observing work being performed

   e. Working in the parent plant

   f. Conversing with workers and supervisors in parent plants

   g. Visiting other industry services programs

   h. Rehearsing training sessions

   i. Participating in equipment use workshops conducted by equipment manufacturers

3. Correct answers are:

   a.

   d.

   f.

4. Any five of the following:

   a. Industry managers and supervisors who provide for orientation to industry wages, benefits, working conditions, and production processes

   b. Training manuals on production procedures and standards

   c. Industry production sheets, drawings, and blueprints

   d. Industry personnel who provide for orientation on the importance of industry to the community

   e. Audiovisual aids, such as videotapes and slides which depict industry production procedures

f. Textbooks

g. Equipment and tool manufacturer representatives who prepare equipment for use, and demonstrate equipment and tool use

h. Equipment and tool manufacturer specification manuals on set-up and operation of equipment

5. Correct answers are:

b.

e.

f.

*Proceed to the next learning activity for practice in training instructors for industry services.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

You will be required to practice training instructors for industry services. Several subactivities must be completed before completion of the task. You may wish to read more on the subject from the outside references cited in the module. You must read the **Case Study Information** provided in Appendix B. You must also complete the **Instructor Training Worksheet** from Appendix C. You will be evaluating your performance in training instructors in the practice situation using the **Performance Checklist**, Appendix A.

I. Read the **Case Study Information** found in Appendix B. This information will serve as a basis for training instructors in a simulated situation.

II. Use the **Instructor Training Worksheet** found in Appendix C to describe your activities in training instructors for the industry presented in the case-study information.

III. Use the **Performance Checklist** from Appendix A to check your competency in training instructors in the simulated situation. Satisfactory performance is realized when all items on the checklist are rated "yes."

*Completion of this learning activity should have qualified you to train instructors in a real work situation. Proceed to the **Check-Out Activity**.

CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity which follows is intended to be conducted in an actual on-the-job situation. It may be completed without completing the two learning activities, if you think you have the proficiency to do so.

You must train one or more instructors for an industry services project in your community. In order to complete the assignment, you must perform the following activities: determine the training needs of the instructor(s); identify the topics to be covered in the instructor training program; determine methods and means for training the instructor(s); schedule training sessions; and conduct the training sessions. You must also be prepared to conduct additional training prior to, and during the industry services project as the needs arise. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A) must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A

PERFORMANCE CHECKLIST

Training instructors for industry services.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. The needs of the instructors were specifically stated. ☐
2. The objectives of the instructor training program were clearly specified. ☐
3. A schedule of the planned activities and completion dates was provided. ☐
4. The methods to be used in training the instructors were clearly specified. ☐
5. The topics to be covered in the training program were relevant to the specified industry needs. ☐

APPENDIX B

CASE STUDY INFORMATION FOR INSTRUCTOR TRAINING

PROFILE OF MAINTENANCE MECHANIC

A variety of pumps, pipes, valves, and specialized equipment is used throughout the plastics industry in performing plastics processing functions. This equipment is kept in efficient operating condition by general maintenance mechanics. These skilled workers maintain and repair or replace pumps, valves, and piping. They fabricate runs of pipe, tables, handrails, and equipment safety devices. When breakdowns occur, the maintenance mechanic must quickly determine the cause of the trouble, make the necessary repairs, and return the equipment to proper working order in minimum time.

Maintenance mechanics must be able to follow blueprints, equipment manufacturer's drawings, and engineering department sketches in maintaining, repairing, and fabricating equipment. They use wrenches, screwdrivers, pliers, and other hand tools, and such equipment as pipe threaders, welding machines, drill presses, and grinding machines.

Mechanical aptitude and manual dexterity are important qualifications for workers in this trade. Good physical condition and agility are necessary because maintenance mechanics are often required to manipulate heavy objects or do considerable climbing in order to reach equipment above the floor. Because pumps, pipes, valves, and other equipment are not always readily accessible, the mechanic may work in stooped or cramped positions in limited quarters or from the tops of ladders.

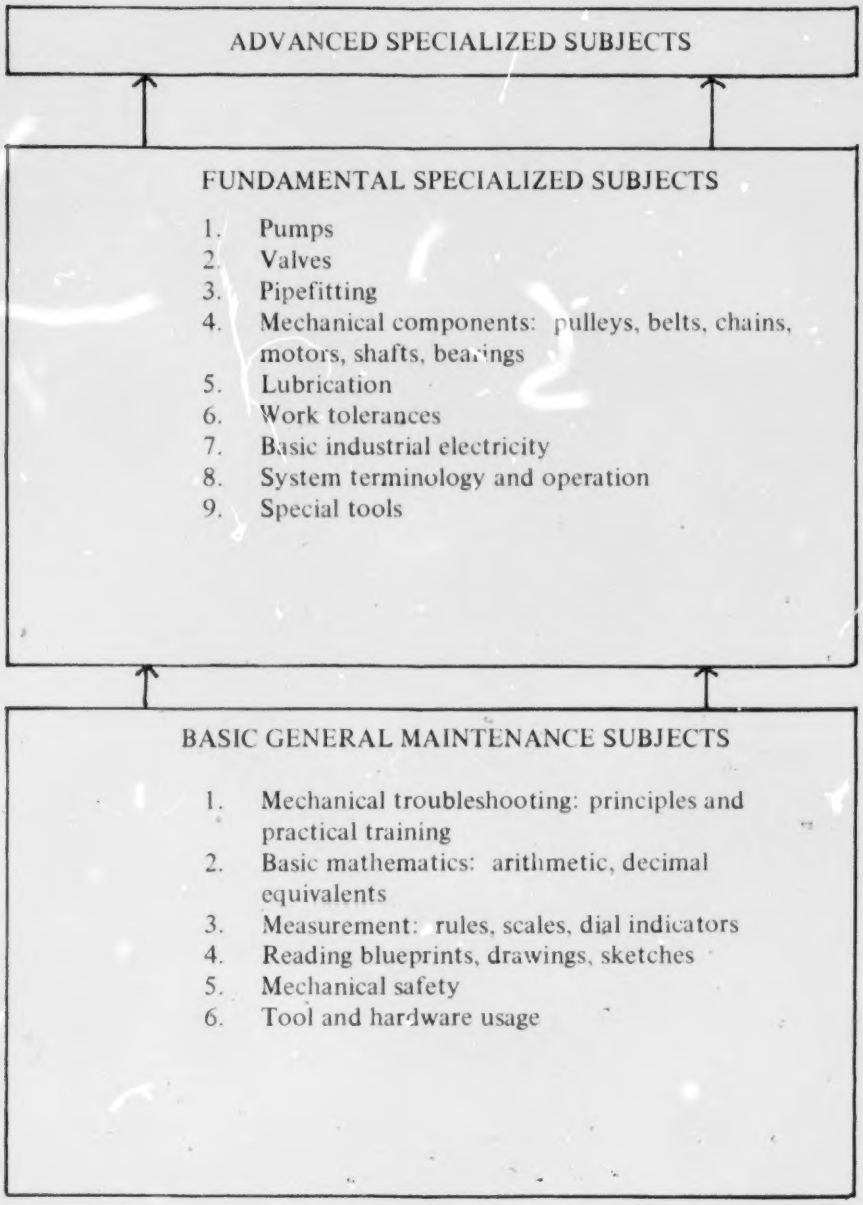
COURSE OF STUDY: MAINTENANCE FUNDAMENTALS

Most workers who become maintenance mechanics start as helpers and pick up the skills of the trade informally through several years of experience. However, representatives of the plastics industry and the division of vocational-technical education concur that classroom instruction would greatly reduce the time necessary for workers to become proficient mechanics.

An on-site analysis of general maintenance mechanics in one plastics industry indicated that the training and skill requirements can be grouped into three classifications:

1. Fundamental maintenance training
2. Fundamental specialized training
3. Advanced specialized training

Broad content areas which should be included in the first two areas are shown in the chart which follows. A 2-3 year formal program would be required to cover fully all content shown in this chart. However, coverage of the basics in the first two areas would require only a fraction of this time. Since there is a great need to prepare "green"personnel for immediate work as maintenance mechanics in the plastics industry, basic and fundamental maintenance training will be the primary focus of a 110-hour course. All course participants are already employed by a plastics industry. Two highly skilled maintenance supervisors will provide the instruction. The supervisors have had no experience in classroom-type training.


ADVANCED SPECIALIZED SUBJECTS
FUNDAMENTAL SPECIALIZED SUBJECTS
1. Pumps
2. Valves
3. Pipefitting
4. Mechanical components: pulleys, belts, chains, motors, shafts, bearings
5. Lubrication
6. Work tolerances
7. Basic industrial electricity
8. System terminology and operation
9. Special tools
BASIC GENERAL MAINTENANCE SUBJECTS
1. Mechanical troubleshooting: principles and practical training
2. Basic mathematics: arithmetic, decimal equivalents
3. Measurement: rules, scales, dial indicators
4. Reading blueprints, drawings, sketches
5. Mechanical safety
6. Tool and hardware usage

MAINTENANCE MECHANIC UPWARD MOBILITY CHART

APPENDIX C

INSTRUCTOR TRAINING WORKSHEET

THE CLIENT COMPANY

1. What type (s) training program will be needed?
   a. Pre-employment
   b. In-plant

2. What type equipment, tools, supplies, and instructional aids will be needed?

THE INSTRUCTOR TRAINING PROGRAM

1. Why will an instructor training program be needed?

2. What will be the objectives of the instructor training program?

3. How will the instructors be trained?

4. Who will be involved in the instructor training program? Also, what resources will be used?

5. What topics will be included in the instructor training program? How much time will be allowed for each topic?

6. How will you follow up on other instructor training needs?

SCHEDULE OF TRAINING PROGRAM ACTIVITIES

Provide a description of the starting and completion dates of the instructor training activities.

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

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